

## Becoming a New Jersey State FFA Officer

### Preparing for State FFA Office:

[Agriculture Knowledge](#)  
[Self Knowledge](#)  
[Agricultural Education Knowledge](#)  
[National FFA Organization Knowledge](#)  
[Ag Education and FFA Statistics](#)  
[Role Playing Questions](#)  
[References](#)

**New Jersey References**  
[NJ Agricultural Statistics](#)  
[NJ Farm Bureau](#)  
[NJ Department of Agriculture](#)  
[NJ Department of Education](#)  
[Rutgers Cooperative Extension](#)

*Although the New Jersey FFA Association uses the National FFA Nominating Committee Process as a guideline, the Association is entitled to modify the process to better suit the needs of its members.*

### Nominating Committee Process:

Scoring of candidates will be based the “Effective Officer Competencies” developed by the National FFA Organization. Rubrics for each of these competencies can be found by clicking [here](#).

#### • **Communication Competency # 1**

*Demonstrates the effective use of various forms of communication, i.e., non-verbal, listening, written, speaking and facilitation to convey a message in both large group and one-on-one settings.*

**1.1 – Non-verbal skills:** Uses appropriate tone; gives full attention (eye contact); refrains from distracting mannerisms; uses effective and purposeful gestures (hand signals, facial expressions, body language).

**1.2 – Listening skills:** Recalls information; is attentive; utilizes appropriate wait times; listens for understanding; finds connections in the conversation.

**1.3 – Writing skills:** Uses correct spelling and grammar; delivers a clear and concise message; uses various forms of written communication appropriately (including formal letters, thank-you notes and emails); varies writing style based on audience.

**1.4 – Speaking skills** in a variety of settings (including classrooms, board rooms, auditoriums, arenas, small groups or one-on-one) and audiences (including business/industry, parents, school officials, FFA members, elementary and secondary students): Uses appropriate examples; engages and motivates various audiences; speaks articulately without notes; can speak extemporaneously with comfort and ease.

**1.5 – Facilitation skills** in a workshop setting: Accommodates different learning styles through various teaching techniques (including lecture, demonstration, hands-on activity, problem solving); seeks to make the experience meaningful and enjoyable; gauges student understanding and readiness throughout the workshop and addresses it appropriately; and uses transitions appropriately.

## • **Team Player Competency # 2**

*Demonstrates the ability to work in a team setting, values diversity of opinion, and works to be inclusive in the process, and is willing to put others above self.*

**2.1 – Team work:** Easily transitions between leader and follower role; seeks to be a positive influence on group; is aware of personality styles; and successfully manages team dynamics.

**2.2 – Acceptance of differing viewpoints:** Fosters a safe and open environment; values diversity of opinion; and shows respect and empathy toward others.

**2.3 – Put team before self:** Empowers others; displays a spirit of humility; shares success with team members; and assumes responsibility for undesirable outcomes.

## • **Areas of Knowledge Competency # 3**

*Demonstrates the ability to articulate the systemic nature of food, fiber, and agricultural, and natural resources issues, FFA and educational issues and all respective current issues.*

**3.1 – Agriculture knowledge:** Ability to connect facts and issues and articulate how they impact agriculture locally and globally; discuss key and emerging trends with related statistics; passes along knowledge of the career opportunities through agricultural career pathway (as outlined by the National Association of State Directors of Career and Technical Education Consortium, [www.careerclusters.org](http://www.careerclusters.org), including: Food Products and Processing Systems; Plant Systems; Animal Systems; Power, Structural and Technical Systems; Natural Resources Systems; Environmental Service Systems; Agribusiness Systems); articulates the primary components of the integrated food chain from production to consumption.

**3.2 – FFA knowledge:** Ability to connect facts and issues and articulate how they impact FFA on a local, state and national level; discuss key and emerging FFA issues with related statistics; recall historic FFA events and understand their significance; recite and explain the FFA mission; demonstrates comprehensive understanding of the opportunities available within FFA; explain the organizational structure of FFA and its partner organizations; promote the organizations ability to develop and to foster leaders for the industry of agriculture.

**3.3 – American education and agricultural education systems knowledge:** Can articulate the role of FFA as an intra-curricular component of agricultural education; and understands the relationship between FFA and the U.S. Department of Education career and technical education, federal funding and the issues connecting them.

## • **Organization Competency # 4**

*Demonstrates the ability to see the big picture, break large projects into smaller tasks, appropriately prioritize multiple demands, and use time management and organizational tools to produce quality results by identified deadline.*

**4.1 – Time management:** Has and uses a time management tool; handles multiple tasks with competing timelines; is able to prioritize; meets deadlines while producing quality results, and monitors time effectively.

**4.2 – Planning and prioritization skills:** Handles both large and small tasks with ease; can break down large tasks into manageable components; has defined long-term and short-term goals; and the ability to prioritize and delegate; and can plan a balanced workshop of discussion and activities.

**4.3 – Self-starter:** Starts projects independently; meets deadlines independently; takes action when necessary.

## • **Character Competency # 5**

*Displays a disposition that is genuine, responsible, honesty, mature, confident, respectful and has a positive outlook on life.*

**5.1 – Reliability, integrity and trust:** Does the right thing, even when it causes discomfort; takes responsibility for his/her actions; does what he/she commits to and more.

**5.2 – Adaptable and flexible:** Reacts well to changes; adjusts to new situations confidently.

**5.3 – Positive attitude:** Approachable and engages in conversation; demonstrates an optimistic attitude; has an enjoyable presence about them.

**5.4 – Sincerity and compassion:** Demonstrates concern for the genuine welfare of others; communicates true self with tact (passion or vulnerabilities).

**5.5 – Maturity:** Demonstrates an appropriate demeanor for the situation; uses mature language and mannerisms; demonstrates patience and self-control.

**5.6 – Coachable, life-long learning:** Seeks constructive feedback and uses in proactive manner.

**5.7 – Work ethic:** Demonstrates a sense of ownership; demonstrates a strong desire/drive for completion on all projects regardless of the circumstances.

- **Passion for Success Competency # 6**

*Displays personal attributes that are courageous and passionate in carrying out the FFA mission with contagious enthusiasm.*

**6.1 – Self-confidence:** Demonstrates a strong desire to achieve in a fast-paced environment; willing to take risks to grow even when success is not guaranteed; desire to step outside of comfort zone; sticks to convictions and beliefs while demonstrating consideration toward others; and is well poised.

**6.2 – Commitment to FFA:** Supports and advances the FFA mission daily through his/her words and actions.

**6.3 – Energetic disposition:** Maintains and displays a high level of energy even in a stressful environment; generates a positive buzz; has the stamina to maintain a consistent level of performance during continuous activity.

**6.4 – Initiative:** Recognizes appropriate time to take action; quick to respond to new tasks (i.e., volunteers for tasks readily); willingness to act on tedious or less glamorous activities; aware of necessity to take action.

**6.5 – Commitment to service:** Identifies service engagements outside of FFA in which he/she have participated; articulates in detail his/her role in these outside service opportunities; shows a clear understanding of his/her community needs; and expresses the impact his/her service had on himself/herself and the community.

- **Influence Competency # 7**

*Demonstrates the ability to influence others through modeling expectations, building relationships, and growing the organization*

**7.1 – Supports and motivates FFA members and partners:** Communicates the value of being a member and the opportunities available in FFA; demonstrates support of individuals and groups through recognition, awards, letters and personal notes.

**7.2 – Mentors and coaches others:** Generates ideas for professional improvement for members and officers, serves as a role model.

**7.3 – Member representation:** Carefully weighs impact of decisions on FFA and its members; isn't afraid to make tough decisions for the good of the organization.

**7.4 – Builds Relationships:** Employs strategies to learn about others; attempts to ask questions; shows enthusiasm; engages others; and finds common ground with others.

- **Critical Thinking Competency # 8**

*Demonstrates the ability to seek solutions and resources when finding information.*

**8.1 – Solve problems:** Considers other points of view when developing solutions; considers multiple factors and their impact when addressing a problem; eagerly and promptly solves problems.

**8.2 – Think critically and conduct research:** Actively seeks information on agricultural and educational issues; uses correct and valid sources of information; takes time to consider all options.

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## The New Jersey FFA Association's Nominating Committee Process will consist of the following rounds:

Click on the titled link to review sample questions and practicum material.

### A. **Written Exam** – 30 minutes

- All candidates will complete a written exam with 50 multiple choice questions. The composition of the exam will be as follows: FFA knowledge, Agriculture knowledge, Education & Agricultural Education knowledge, and Parliamentary Procedure.

*Competency Builders Evaluated:*

- |   |   |
|---|---|
| 3.1 - Agriculture Current Events and Issues | 3.3 - American Education and Agricultural Education |
| 3.2 - FFA Current Events and Issues         |   |

### B. **Writing Exercise** – 30 minutes

- The purpose of this activity is focused on the candidate's ability to convey knowledge and understanding in a written form.
- Activity is based on a scenario one might encounter as a state FFA officer.

*Competency Builders Evaluated:*

- |   |   |
|---|---|
| 1.3 - Writing skills when communicating with others | 3.2 - FFA Current Events and Issues                 |
| 3.1 - Agriculture Current Events and Issues         | 3.3 - American Education and Agricultural Education |

### C. **Personal Round I** – 5 minutes

- In this round, candidates will “introduce” themselves to the nominating committee. Candidates can expect to answer two or three behavioral-based interview questions posted by the nominating committee and to share their goals, motivations and/or desire to be a state officer.
- This round will last no more than 5 minutes with all six nominating committee members. *Competency Builders Evaluated:*

- |                            |   |
|----------------------------|---|
| 1.1 - Non-verbal skills    | 6.2 - Commitment to FFA                           |
| 5.3 - Positive Attitude    | 6.3 - Energetic                                   |
| 5.4 - Sincerity/Compassion | 6.5 - Commitment to service                       |
| 6.1 - Self-Confidence      | 7.1 - Supports and motivates FFA members/partners |

### D. **One-on-One Interview** – 30 minutes

- This interview is focused on two objectives. First, this is an opportunity for the committee to develop a rapport and get-to-know candidates in a one-on-one setting. Second, this will provide an opportunity for evaluation of a number of targeted competency builders through structured questions and follow-up questions.
- This round will consist of six 5-minute interviews, each with a different member of the nominating committee.

*Competency Builders Evaluated with Questions:*

- |  |                                   |
|--|-----------------------------------|
| 2.1 - Work in team in pursuing common goal | 5.6 - Coachable/Lifelong learning |
| 2.2 - Acceptance of differing viewpoints   | 5.7 - Work ethic                  |
| 2.3 - Team before self                     | 6.2 - Commitment to FFA           |
| 4.1 - Efficient time management            | 6.4 - Initiative                  |
| 4.2 - Organizational skills                | 6.5 - Commitment to service       |
| 4.3 - Self Starter                         | 7.2 - Mentors and coaches others  |
| 5.1 - Reliability/integrity/trust          | 7.3 - Member representation       |
| 5.2 - Adaptable/flexible                   |                                   |

*Competency Builders Evaluated through Observation:*

- |                            |                          |
|----------------------------|--------------------------|
| 1.1 - Non-verbal skills    | 5.5 - Maturity           |
| 1.2 - Listening skills     | 7.4 Builds relationships |
| 5.4 - Sincerity/compassion |                          |

E. \* **Stand and Deliver Practicum** – 30 minutes

- This round will be 30 minutes in length.
- Twenty minutes is focused on the candidate's ability to plan, organize and prepare a spoken presentation. Candidates will prepare five minutes worth of comments on a given topic in a private room. Candidates will receive the topic and instructions regarding the setting and audience to which the comments will be directed. No materials will be allowed in the room during this time other than a pad and pen provided by the nominating committee.
- Five minutes is focused on the candidate's ability to deliver spoken presentation for content. Candidates will be stopped at five minutes regardless of where they are in their remarks.
- The remaining five minutes are focused on the candidate's ability to respond accurately to questions regarding the topic and presentation.

*Competency Builders Evaluated:*

- |   |  |
|---|--|
| 1.1 - Non-verbal skills                             | 6.1 - Self Confidence                                  |
| 1.4 - Speaking skills                               | 7.1 - Supports and motivates FFA members and partners  |
| 3.1 - Agriculture Current Events and Issues         | 7.3 - Member representation                            |
| 3.2 - FFA Current Events and Issues                 | 8.2 - Ability to think critically and conduct research |
| 3.3 - American Education and Agricultural Education |  |

F. \* **Facilitation Practicum** – 30 minutes

- The purpose of this round is to evaluate the candidate's ability to influence through facilitated presentation in front of a realistic audience.
- Candidates will have 20 minutes to plan, prepare and organize using materials provided. All materials will be provided to the candidate along with a sheet of instructions outlining the specific context and topic for the workshop. Candidates will have a private room to conduct their planning.
- Following preparation, candidates will move to the interview room where they will have 5 minutes to facilitate their presentation with the audience available.

*Competency Builders Evaluated:*

- |  |                                      |
|--|--------------------------------------|
| 1.2 - Listening skills                   | 4.3 - Ability to plan and prioritize |
| 1.4 - Speaking skills                    | 5.2 - Adaptable/ flexible            |
| 1.5 - Facilitation skills                | 5.5 - Maturity                       |
| 2.1 - Work in teams                      | 6.1 - Self-confidence                |
| 2.2 - Acceptance of differing viewpoints | 6.3 - Energetic                      |
| 4.1 - Time management skills             | 6.4 - Initiative                     |
| 4.2 - Organization skills                | 7.4 - Builds Relationships           |

*\* One practicum area will be chosen each year (either the Stand and Deliver or the Facilitation) Candidates are encouraged to be prepared for both practicum areas.*

G. **Round Robin Issues Conversation** – 10 minutes

- This interview round focuses on evaluating the candidate’s demonstration of the effective officer competencies while carrying on a conversation regarding key issues related to a stakeholder. Stakeholders during this round may include: administrators, agriculture instructors, teacher educators, sponsors, media and parents. This round will occur in up to two 5-minute interviews with consultants representing a different stakeholder.

*Competency Builders Evaluated:*

1.2 - Listening skills	7.1 - Supports and motivates FFA members and supporters
3.1 - Agriculture Current Events and Issues	7.3 - Member representation
3.2 - FFA Current Events and Issues	8.1 - Ability to solve problems
3.3 - American Education and Agricultural Education Current Events and Issues	8.2 - Ability to think critically and conduct research
5.3 - Positive Attitude	

H. **Personal Round II** – 10 minutes

- The purpose of this interview is to ask a final set of questions developed by the committee to address competencies such as character, passion for success, influence, and team player.
- Each candidate will have 10 minutes will all six of the committee members.

*Competency Builders Evaluated:*

2.3 - Putting team before self	5.5 - Maturity
5.1 - Reliability/integrity/trust	5.6 - Coachable/Lifelong learning
5.3 - Positive attitude	6.5 - Commitment to service
5.4 - Sincerity/Compassion	7.2 - Mentors and coaches others

Materials found in the [National Officer Selection Process Handbook](#) may be used and/or modified for state use.

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